

**GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS
SOCIAL STUDIES STANDARDS 3 - GEOGRAPHY SKILLS**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmarks 4.3,4	Benchmarks 4.3,4	Benchmarks 4.5	Benchmark 4.5	Benchmarks 4.2-4	Benchmark 8.2	Benchmarks 8.2,7	Benchmark 8.1	Benchmark 12.1
1. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	1. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	1. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	1. Know and locate the seven Indian reservations of Montana. (EU 3, 4)	1. Know and locate the seven Indian reservations of Montana and identify the tribes associated with each. (EU 3, 4)	1. Know and locate common features of the seven Indian reservations of Montana, including tribal colleges and seats of tribal government. (EU 1)	1. Understand that Montana is a special place and all Montana tribes have sacred places that are connected to their beliefs and traditions. (EU 3)	1. Analyze and use various representations of the earth to gather and compare information about a place, including Montana Indian reservations, monuments, and points of historic significance. (EU 3, 4)	1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, GIS, Montana Native American models). (EU 3, 4)
	Benchmarks 4.2-5,7	Benchmark 4.4	Benchmark 4.4	Benchmark 4.4	Benchmark 8.7		Benchmark 8.2	Benchmark 12.2
	2. Describe ways people live and how weather and physical environment affect these ways (e.g., food, clothing, shelter, transportation, recreation). (EU 3)	2. Explain that neighborhoods may be composed of peoples from many lands. (EU 5)	2. Recognize there is diversity among tribes in language, culture, and government. (EU 1, 7)	2. Know that nearly one-third of Montana's Indian population do not live on reservations but in towns and cities across the state (e.g., Little Shell). (EU 4)	2. Understand that many tribal decisions and beliefs about the world are directly connected to the land. (EU 3)		2. Locate on a map or globe physical features, natural features, and human features and explain their relationships with the ecosystem. (EU 1, 3, 4, 6)	2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena (e.g., land forms, soils, climate, vegetation, natural resources, indigenous and present day population). (EU 1, 3, 4)
	Benchmark 4.1	Benchmark 4.1	Benchmark 4.5	Benchmark 4.1,5	Benchmark 8.1,5		Benchmark 8.3	Benchmark 12.3
	3. Construct a simple map. (EU 4)	3. Construct a simple map; interpret simple maps (EU 4)	3. Use appropriate geographic resources to gather information about reservations. (EU 4)	3. Use appropriate geographic resources to gather information about reservations and Montana Indian tribes. (EU 4).	3. Use appropriate geographic resources to gather information about reservations and Montana Indian tribes. (EU 4).		3. Analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana and Montana Indians (grazing, agriculture, natural resources, sacred lands, refuges). (EU 1, 2, 3, 4, 6)	3. Assess the major impacts of human modifications on the environment and compare and contrast use of lands by different groups. (EU 1, 4, 5)
							Benchmark 8.4	Benchmark 12.4
							4. Explain how movement patterns due to disease introduction, buffalo migration and loss, and the loss of land lead to interdependence and/or conflict. (EU 1, 3, 4, 5, 6, 7)	4. Analyze how human settlement patterns and cultural borders create cooperation and conflict which influence the division and control of the Earth. (EU 4, 5, 7)

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							Benchmark 8.5	Benchmark 12.5
							5. Use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems, including land base, allotment, trust land, measurement of travel distances by days, significance of landmarks, Winter Counts. (EU 1, 4)	5. Select and apply geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes. (EU 1-7)
							Benchmark 8.6	Benchmark 12.6
							6. Describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., erosion, glaciation). (EU 6)	6. Analyze the short term and long term effects that major physical changes in various parts of the world have had, or might have, on the environments (e.g., land use, population, resources). (EU 1-7)
							Benchmark 8.7	Benchmark 12.7
							7. Describe major change in a local area that has been caused by human beings (i.e., hunting and fishing rights, highway projects, dam projects, mining, test drilling, casino projects, wind farms) and analyze the probable effects on the community and environment. (EU 1, 2, 3, 4, 6)	7. Describe and compare how people create places that reflect culture, human needs, government policy, history, and current values and ideas as they design and build (e.g., Montana Indian historical sites). (EU 1, 2, 5, 6)